

McLees Elementary

4900 Dobbins Bridge Rd.
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	691 Students	
Principal	Janet Mills	864-716-3600
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

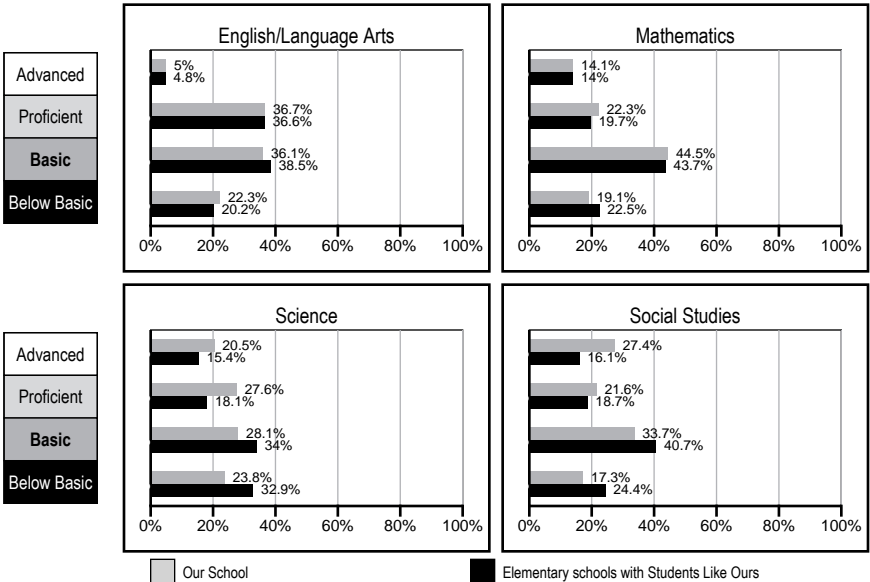
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	53	30	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=691)				
First graders who attended full-day kindergarten	95.5%	Down from 97.1%	100.0%	100.0%
Retention rate	5.1%	Up from 4.0%	2.9%	2.3%
Attendance rate	95.5%	Down from 96.0%	96.2%	96.3%
Eligible for gifted and talented	6.8%	Up from 6.6%	9.7%	10.4%
With disabilities other than speech	17.6%	Up from 14.5%	8.6%	7.5%
Older than usual for grade	3.0%	Up from 1.9%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	50.9%	Up from 48.1%	58.1%	56.7%
Continuing contract teachers	65.5%	Down from 74.1%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.0%	Down from 87.4%	87.4%	86.4%
Teacher attendance rate	94.5%	Up from 94.4%	94.7%	94.9%
Average teacher salary	\$44,829	Up 4.9%	\$45,421	\$45,345
Professional development days/teacher	7.4 days	Down from 13.1 days	12.6 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 18.2 to 1	18.5 to 1	18.5 to 1
Prime instructional time	89.2%	Down from 90.3%	89.4%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,387	Down 12.6%	\$6,895	\$7,052
Percent of expenditures for instruction*	71.9%	Up from 62.9%	68.7%	69.1%
Percent of expenditures for teacher salaries*	69.8%	Up from 59.7%	65.0%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

McLees Elementary School is a wonderful school located on the west side of Anderson, South Carolina. It rests on a beautiful campus nestled in gently sloping farmland. This year our theme was "Exploring Our World Through Learning" as we all climbed onboard to offer a quality education to our students. McLees had an average enrollment of 700 students and 103 staff and faculty members. The faculty, staff, and administration work together as a strong team. We are committed to providing a quality instructional program that is tailored for each child, and a safe school environment that is conducive to valuable educational experiences.

Our school received a report card rating of Average in 2007. We are a Red Carpet and a Schools of Promise school. This was our fourth year as a member of the South Carolina Healthy Schools Initiative. Two specialized programs offered at McLees were Early Reading Intervention, which we expanded to help in kindergarten, first, and second grades this year, and Reading Recovery which focused on first grade. We continued to incorporate a new computer program entitled Fast ForWord to help students weak in literacy skills. Other instructional programs included computer-assisted instruction, Science-assisted instruction, Daily Calendar Math, and balanced literacy. We added new writing recognition programs named Best in Show and Maverick Writers to our writing program. Staff development sessions included balanced literacy, writing, software programs, vertical teaming, Science kits, Science notebooking, and Responsive Classroom/Cooperative Discipline Instruction. Academic Assistance plans were developed for students experiencing difficulty in mastering grade level standards. Other activities included a Robotics Club, Academic Center, Walking Club, Chorus, Family Reading Night, Arts Day, and a fall and spring Open House.

At McLees Elementary School, we are dedicated to our students, and eagerly accept the challenge of assisting them in becoming responsible, independent learners in a developmentally appropriate environment. Diversity is appreciated, and family and community are involved as partners in this wonderful process!

Janet Mills, Principal
Meridith Johnson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	87	65
Percent satisfied with learning environment	90.7%	93.0%	84.6%
Percent satisfied with social and physical environment	98.1%	87.4%	89.2%
Percent satisfied with school-home relations	74.1%	87.4%	73.4%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	95.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	344	100	21.9	36.5	35.6	6.1	54.4	55	48.2	Yes	Yes
Gender											
Male	181	100	28.2	34.5	32.2	5.2	46.6	48.5	41.7	N/A	N/A
Female	163	100	14.8	38.7	39.4	7.1	63.2	61.8	55	N/A	N/A
Racial/Ethnic Group											
White	215	100	19.7	36	37.9	6.4	57.1	66.4	60	Yes	Yes
African American	117	100	26.3	36	31.6	6.1	50.9	36.8	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	71.4	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	87	100	57.5	30	6.3	6.3	22.5	13.3	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	43.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	201	100	27.7	37.8	30.9	3.7	46.8	39.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	344	100	19.5	44.1	21.9	14.6	48.6	54	45.8	Yes	Yes
Gender											
Male	181	100	23	40.8	17.8	18.4	47.1	53.2	45.6	N/A	N/A
Female	163	100	15.5	47.7	26.5	10.3	50.3	54.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	215	100	13.8	44.8	23.6	17.7	53.7	66.3	59	Yes	Yes
African American	117	100	30.7	40.4	18.4	10.5	41.2	33.4	26.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	80.5	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	87	100	48.8	36.3	6.3	8.8	20	16.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	54.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	201	100	24.5	46.8	18.1	10.6	39.4	37.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	227	100	24	27.6	27.6	20.7	48.4	51.9	35.7	95.5	95.6
Gender											
Male	118	100	25.7	23	26.5	24.8	51.3	53.7	37.4	95.3	95.5
Female	109	100	22.1	32.7	28.8	16.3	45.2	50.1	33.8	95.7	95.8
Racial/Ethnic Group											
White	139	100	18.3	25.2	32.8	23.7	56.5	65.4	49.2	94.8	95.5
African American	78	100	32.9	28.9	19.7	18.4	38.2	30.6	17	96.7	95.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.4	58	97	96.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	53.1	24.9	96.3	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	98.5
Disability Status											
Disabled	59	100	46.3	27.8	16.7	9.3	25.9	15.8	14	94.2	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	98.3	98.3
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	55.9	24.4	96.6	96.5
Socio-Economic Status											
Subsidized meals	142	100	28	29.5	27.3	15.2	42.4	35.9	21.1	95.1	94.9

Social Studies

All Students	228	100	17.2	33.5	21.9	27.4	49.3	46.8	34	95.5	95.6
Gender											
Male	127	100	18.9	32.8	19.7	28.7	48.4	48.6	36.6	95.3	95.5
Female	101	100	15.1	34.4	24.7	25.8	50.5	44.8	31.3	95.7	95.8
Racial/Ethnic Group											
White	140	100	16.9	30	23.1	30	53.1	56.8	44.5	94.8	95.5
African American	83	100	18.8	36.3	21.3	23.8	45	28.7	19.1	96.7	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	73.1	58.9	97	96.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	50	27.5	96.3	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	98.5
Disability Status											
Disabled	60	100	35.2	29.6	18.5	16.7	35.2	15.4	14.4	94.2	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	98.3	98.3
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	54.5	27.3	96.6	96.5
Socio-Economic Status											
Subsidized meals	136	100	22.4	34.4	20	23.2	43.2	31.4	21	95.1	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	107	100	10.9	36.6	42.6	9.9	52.5
	4	119	99.2	23.8	39	34.3	2.9	37.1
	5	133	100	25.2	39	33.3	2.4	35.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	120	100	12.1	23.3	50	14.7	64.7
	4	107	100	27.3	43.4	27.3	2	29.3
	5	117	100	27.2	43.9	28.1	0.9	28.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	107	100	15.8	46.5	22.8	14.9	37.6
	4	119	100	20.8	34.9	24.5	19.8	44.3
	5	133	100	34.1	42.3	13.8	9.8	23.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	120	100	12.1	43.1	25	19.8	44.8
	4	107	100	23.2	36.4	26.3	14.1	40.4
	5	117	100	23.7	51.8	14.9	9.6	24.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	54	100	27.5	31.4	23.5	17.6	41.2
	4	119	100	28.6	23.8	23.8	23.8	47.6
	5	68	100	33.9	35.5	16.1	14.5	30.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	13.6	16.9	33.9	35.6	69.5
	4	107	100	21.2	34.3	29.3	15.2	44.4
	5	60	100	39	27.1	18.6	15.3	33.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	53	100	0	44	32	24	56
	4	119	100	21	31.4	22.9	24.8	47.6
	5	66	100	35	43.3	10	11.7	21.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	8.3	28.3	23.3	40	63.3
	4	107	100	18.2	36.4	21.2	24.2	45.5
	5	58	100	25	33.9	21.4	19.6	41.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample